

Seminole County Public Schools

# LAKE BRANTLEY HIGH SCHOOL



2024-25 Schoolwide Improvement Plan

# Table of Contents

- SIP Authority ..... 1
- I. School Information ..... 3
  - A. School Mission and Vision ..... 3
  - B. School Leadership Team ..... 3
  - C. Stakeholder Involvement and Monitoring ..... 7
  - D. Demographic Data ..... 8
  - E. Early Warning Systems ..... 9
- II. Needs Assessment/Data Review ..... 11
  - A. ESSA School, District, State Comparison ..... 12
  - B. ESSA School-Level Data Review ..... 13
  - C. ESSA Subgroup Data Review ..... 14
  - D. Accountability Components by Subgroup ..... 17
  - E. Grade Level Data Review ..... 20
- III. Planning for Improvement ..... 21
- IV. Positive Culture and Environment ..... 39
- V. Title I Requirements (optional) ..... 45
- VI. ATSI, TSI and CSI Resource Review ..... 47
- VII. Budget to Support Areas of Focus ..... 48

## School Board Approval

This plan was approved by the Seminole County School Board on 10/8/24.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

# I. School Information

## A. School Mission and Vision

### **Provide the school's mission statement**

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The mission of Lake Brantley High School is to ensure that all students acquire the knowledge, skills, and attitudes necessary to be successful in adult life.

### **Provide the school's vision statement**

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The vision of Lake Brantley High School is to empower its students to achieve individual success through respect, responsibility, and a readiness to learn.

## B. School Leadership Team

### **School Leadership Team**

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

### **Leadership Team Member #1**

#### **Employee's Name**

Brian Blasewitz

#### **Position Title**

Principal

#### **Job Duties and Responsibilities**

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Campus-wide executive leadership, school safety and security, budgeting and allocations, primary community stakeholder liaison, and supervising all other functions of a comprehensive high school

### **Leadership Team Member #2**

#### **Employee's Name**

Brittany Campbell

#### **Position Title**

Assistant Principal

#### **Job Duties and Responsibilities**

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Exceptional Student Education, Student Government Association, Transition Program, Student Discipline and Positive Behavior Intervention Support, Equity/Title IX Coordinator

### **Leadership Team Member #3**

**Employee's Name**

Donald Fields

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Student Services, Master Schedule, Performing Arts, Career and Technical Education, Academy of Finance, Academy of Creative Design and Entertainment, Advanced Opportunities, FTE and Registration, At-Risk and Drop-Out Prevention, School Advisory Council, School Improvement Plan, Parent-Teacher-Student Organization, MTSS

### **Leadership Team Member #4**

**Employee's Name**

Jason Manoutis

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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English, Social Studies, Reading, ESOL, Literacy Coaching, Professional Development, Advanced Placement, Accreditation, Graduation Coordinator

### **Leadership Team Member #5**

**Employee's Name**

John Rondone

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Mathematics, Health and Physical Education, Athletics, AFJROTC, Testing Oversight, Technology

### **Leadership Team Member #6**

**Employee's Name**

Jose Sanchez

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Principal's Designee, Science, Computer Science, World Languages, Fine Arts, Clerical, Teacher Certification and Compliance, Student and Staff Health and Wellness, Student Records, Risk Management, Summer School Principal, School-Based Threat Management Team Vice Chair

**Leadership Team Member #7**

**Employee's Name**

Joseph Kreuter

**Position Title**

School Administration Manager

**Job Duties and Responsibilities**

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Student Discipline, Facilities and Rentals, School Safety and Security, Emergency Drills

**Leadership Team Member #8**

**Employee's Name**

Jessica Marengo

**Position Title**

School Administration Manager

**Job Duties and Responsibilities**

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Student Discipline, Clubs and Organizations, Inter-Club Council

**Leadership Team Member #9**

**Employee's Name**

Stephanie Sully

**Position Title**

Dean of Students

**Job Duties and Responsibilities**

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State and National Testing, Faculty and Staff Wellness Coordinator

**Leadership Team Member #10**

**Employee's Name**

Eric Entrekin

**Position Title**

Athletic Director

**Job Duties and Responsibilities**

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Athletics and FHSA Compliance, Coaches, Field Trips, Fundraising, Business Partners Liaison

**Leadership Team Member #11**

**Employee's Name**

Amanda Goe

**Position Title**

Director of Student Services

**Job Duties and Responsibilities**

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Coordinating Certified School Counseling Team, Student Health and Wellness, MTSS

**Leadership Team Member #12**

**Employee's Name**

Rachel Farrell

**Position Title**

Literacy Coach

**Job Duties and Responsibilities**

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School-wide Literacy Development, Content Area Reading Integration, Reading Intervention Oversight



## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

*Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.*

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Stakeholder input is provided through multiple inventories and assessments, including 5Essentials, School Safety and Security Survey, Faculty Panorama Survey, and school-created feedback surveys. Administration also solicits regular feedback from Faculty through monthly Curriculum Leader meetings. Community and family input is also obtained through the School Advisory Council and Parent-Teacher-Student Organization. The School Advisory Council is composed of students, instructional staff, non-instructional staff, parents, and community members.

The input from these stakeholders impacts considerations for what instructional and organizational objectives to prioritize. It also helps shape the action plans associated with the goals.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

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The School Improvement Plan is included in the agendas for Leadership Team and School Advisory Council meetings. A SIP Goal Tracker is utilized to document and monitor progress toward fulfilling action plans and meeting goals. This SIP Goal Tracker is reviewed at each of these meetings and updated/amended as needed.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>SENIOR HIGH 9-12</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2023-24 MINORITY RATE</b>	<b>53.6%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>48.2%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>ATSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: B 2022-23: B* 2021-22: B 2020-21: 2019-20:</b>

## E. Early Warning Systems

### 1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## 2. Grades 9-12 (optional)

### Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

### Current Year (2024-25)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

### Current Year (2024-25)

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	62	62	55	52	55	50	54	57	51
ELA Grade 3 Achievement **									
ELA Learning Gains	62	63	57				50		
ELA Learning Gains Lowest 25%	66	61	55				38		
Math Achievement *	41	44	45	39	39	38	40	40	38
Math Learning Gains	40	50	47				46		
Math Learning Gains Lowest 25%	42	54	49				44		
Science Achievement *	72	72	68	67	69	64	66	48	40
Social Studies Achievement *	70	74	71	69	70	66	61	51	48
Graduation Rate	93	92	90	96	94	89	95	70	61
Middle School Acceleration								48	44
College and Career Readiness	58	61	67	60	60	65	60	71	67
ELP Progress	79	64	49	46	59	45	85		

\*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPP) than in school grades calculation.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	62%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	685
Total Components for the FPPI	11
Percent Tested	97%
Graduation Rate	93%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
62%	65%	58%	56%		60%	56%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	40%	Yes	5	
English Language Learners	49%	No		
Asian Students	76%	No		
Black/African American Students	52%	No		
Hispanic Students	57%	No		
Multiracial Students	73%	No		
White Students	65%	No		
Economically Disadvantaged Students	56%	No		



## 2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	35%	Yes	4	
English Language Learners	46%	No		
Asian Students	86%	No		
Black/African American Students	49%	No		
Hispanic Students	57%	No		
Multiracial Students	74%	No		
White Students	72%	No		
Economically Disadvantaged Students	55%	No		

## 2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	32%	Yes	3	
English Language Learners	46%	No		
Native American Students				
Asian Students	75%	No		
Black/African American Students	46%	No		
Hispanic Students	52%	No		
Multiracial Students	55%	No		
Pacific Islander Students				
White Students	66%	No		
Economically Disadvantaged Students	52%	No		

### D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	62%		62%	66%	41%	40%	42%	72%	70%		93%	58%	79%
Students With Disabilities	24%		50%	46%	15%	33%	46%	34%	28%		79%	15%	69%
English Language Learners	33%		60%	57%	18%	32%	35%	49%	44%		93%	37%	79%
Asian Students	75%		58%		63%	46%		90%	100%		93%	84%	
Black/African American Students	51%		61%	70%	25%	35%	41%	60%	48%		91%	42%	
Hispanic Students	53%		61%	65%	33%	36%	43%	63%	61%		95%	42%	78%
Multiracial Students	77%		70%	83%	49%	58%		86%	88%		91%	52%	
White Students	69%		62%	64%	52%	42%	40%	79%	79%		93%	69%	
Economically Disadvantaged Students	51%		60%	63%	30%	35%	40%	60%	62%		89%	42%	79%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	52%				39%			67%	69%		96%	60%	46%
Students With Disabilities	19%				17%			36%	29%		92%	19%	
English Language Learners	25%				22%			49%	21%		98%	37%	71%
Asian Students	73%				79%			89%	85%		100%	88%	
Black/African American Students	39%				23%			52%	47%		94%	38%	
Hispanic Students	40%				30%			55%	59%		95%	45%	72%
Multiracial Students	62%				48%			77%	78%		100%	77%	
White Students	61%				50%			78%	80%		96%	68%	
Economically Disadvantaged Students	39%				28%			54%	55%		94%	47%	71%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	54%		50%	38%	40%	46%	44%	66%	61%		95%	60%	85%
Students With Disabilities	15%		27%	27%	19%	29%	43%	36%	22%		85%	18%	
English Language Learners	29%		50%	45%	13%	30%	37%	39%	26%		94%	62%	85%
Native American Students													
Asian Students	74%		59%		64%	64%		73%	90%		100%	74%	
Black/African American Students	35%		46%	42%	28%	46%	50%	42%	45%		94%	36%	
Hispanic Students	43%		46%	36%	28%	40%	39%	55%	52%		95%	59%	82%
Multiracial Students	49%		56%	54%	11%	21%		48%	82%		100%	78%	
Pacific Islander Students													
White Students	64%		53%	38%	60%	50%	51%	79%	77%		95%	64%	100%
Economically Disadvantaged Students	41%		45%	36%	30%	42%	44%	55%	53%		94%	50%	83%

## E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	59%	60%	-1%	53%	6%
Ela	9	63%	61%	2%	53%	10%
Biology		69%	70%	-1%	67%	2%
Algebra		28%	53%	-25%	50%	-22%
Geometry		46%	55%	-9%	52%	-6%
History		68%	72%	-4%	67%	1%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		40%	32%	8%	36%	4%
Algebra		22%	19%	3%	16%	6%
Geometry		42%	32%	10%	21%	21%
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Algebra		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

##### **Most Improvement**

Which data component showed the most improvement? What new actions did your school take in this area?

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FAST Grade 9 Reading proficiency for students with disabilities increased from 14% in 2022-2023 to 28% in 2023-2024. To achieve this improvement, we provided Professional Development and planning time for strategically selected Science and Social Studies teachers to incorporate Content Area Reading strategies into their courses. We also created specialized Pre-AP English 1 Honors sections for students near, at, or just above proficiency in which teachers focused on key focus areas and utilized instructional differentiation strategies specific to this group. Additionally, we continued our use of research-based reading interventions in Intensive Language Arts classes, including Achieve 3000, Word Studio, and Write Score.

##### **Lowest Performance**

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

---

Math Ascension and Regression rates (12.9% and 25.3%, respectively) for 9th and 10th graders resulted in a net reduction in overall proficiency of 12.4%. More specifically, 26 more students dropped from a Level 3+ to a Level 1 or 2 than rose from a Level 1 or 2 to a Level 3+. Many factors may have contributed to this, including inconsistent implementation of Professional Learning Community processes, inconsistent grading practices that discourage student effort and motivation, and high teacher turnover in the Math Department.

##### **Greatest Decline**

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

---

The Graduation Rate for students with disabilities has preliminarily fallen from 92% to 79%. There are two major identifiable factors for this. First, initial student withdrawal codes for many students with disabilities were entered erroneously. That has begun to be remedied. Second, there has been an inconsistent monitoring of graduation requirements for students pursuing a Standard Diploma via Access Points Curriculum. Some of these students did not meet their graduation requirements on time for this reason. There is a plan in place for these students to meet these graduation requirements, and some already have.

### **Greatest Gap**

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

---

Math Learning Gains of the Lowest 25% was significantly lower than the state average: 42% to 54%. While Algebra 1 proficiency among students with disabilities doubled over 2023, Geometry proficiency among both students with disabilities and their peers went down. Inconsistent implementation of Professional Learning Community processes, inconsistent grading practices that discourage student effort and motivation, and high teacher turnover in the Math Department likely contributed to this gap.

### **EWS Areas of Concern**

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

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No Answer Entered

### **Highest Priorities**

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

---

Algebra and Geometry Learning Gains

Reading and Math Learning Gains for Students with Disabilities

Graduation Rate, including Reading and Math Assessment Graduation Requirement attainment

College and Career Acceleration, including Industrial Certifications, for English Language Learners

Faculty and Staff Trust in School Leadership



## B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### ESSA Subgroups specifically relating to Students With Disabilities (SWD)

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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Lake Brantley High School will focus on improving Learning Gains in Math for Students with Disabilities. This is Lake Brantley's fifth consecutive year with a finding for Students with Disabilities. Focusing on this area will reduce barriers for Students with Disabilities to find success in Math, which will then contribute to their overall success outside of the Mathematics classroom. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative B: High Standards and Student Achievement, Performance Objective #2, KPI #7: Decrease Subgroup Achievement Gap.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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Increase Math Learning Gains for Students with Disabilities from 33% to 40%

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Progress toward achieving this goal will be monitored through regular formative and summative assessments. The data from these assessments will be reviewed by the Algebra and Geometry PLC, which will include the Support Facilitator for these students. Teachers will then use this data analysis to develop interventions and improve instruction for Students with Disabilities.

#### Person responsible for monitoring outcome

Brittany Campbell, Assistant Principal

#### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA

Section 8101(21)(B)).

**Description of Intervention #1:**

Math Nation

**Rationale:**

Math Nation curriculum aligns with state standards and Algebra End of Course Exam test specifications.

**Tier of Evidence-based Intervention:**

Tier 4 – Demonstrates a Rationale

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

Khan Academy

**Rationale:**

Khan Academy provides directed and individualized intervention to meet student needs in improving understanding of lagging mathematics skills.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #3:**

Small-Group Direct Instruction in Lagging Skills

**Rationale:**

Instructional Differentiation that includes small-group direct instruction to address lagging skills indicated by formative assessment data provides students intervention to accelerate learning and catch up.

**Tier of Evidence-based Intervention:**

Tier 4 – Demonstrates a Rationale

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Continue Scheduled and Monitored Collaboration between Math Teachers and Support Facilitators

**Person Monitoring:**

John Rondone, Assistant Principal

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Support Facilitators will continue to have Common Plan with the Algebra 1 and Geometry teachers and will continue to participate in their PLCs and discuss subgroup and individual student performance on formative assessments.

**Action Step #2**

Continue Students with Disabilities Focus Groups for Algebra 1 and Add Geometry

**Person Monitoring:**

Brittany Campbell

**By When/Frequency:**

Quarterly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Support Facilitators and Math Teachers will continue monitoring the Algebra 1 Focus Group from 2023-24 as they head into Geometry. Algebra and Geometry Teachers conference during Pre-Plan to discuss these students and their needs. Support Facilitators and Math Teachers will also establish new Algebra 1 Focus Group and build on successes from last year.

**Action Step #3**

Align Grading Philosophies with Desired Student Mindsets

**Person Monitoring:**

John Rondone, Assistant Principal

**By When/Frequency:**

Prior to each grade reporting period (Progress Reports and Quarter Grades)

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Assistant Principals consult with Math Teachers on ensuring Gradebooks provide equitable opportunities for students to demonstrate growth and overcome cycle of failure in Math.

**Area of Focus #2**

Address the school’s highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Lake Brantley High School will focus on improving Achievement in Reading for Students with Disabilities. This is Lake Brantley's fifth consecutive year with a finding for Students with Disabilities. Focusing on this area will reduce barriers for Students with Disabilities to find success in Reading, which will then contribute to their overall success outside of the English classroom. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative B: High Standards and Student Achievement, Performance Objective #2, KPI #7: Decrease Subgroup Achievement Gap.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Increase Grade 9 and 10 Reading proficiency for Students with Disabilities from 24% to 28%

**Monitoring**

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Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Progress toward achieving this goal will be monitored through regular formative and summative assessments. The data from these assessments will be reviewed by the English 1 and English 2 PLCs, which will include the Support Facilitator for these students. Teachers will then use this data analysis to develop interventions and improve instruction for Students with Disabilities.

**Person responsible for monitoring outcome**

Jason Manoutis, Assistant Principal

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Florida Inclusion Network Support Facilitation Models

**Rationale:**

The Support Facilitation Models developed by the Florida Inclusion Network provide content area and ESE teachers structures and approaches to instruction that maximize differentiation and allow teachers to delivery more targeted support to accelerate learning and improve overall proficiency.

**Tier of Evidence-based Intervention:**

Tier 4 – Demonstrates a Rationale

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

Content Area Reading

**Rationale:**

Incorporation of Content Area Reading strategies into courses outside of the English and Intensive Language Arts classes provides students with multiple exposures to the concepts and skills that lead to Reading proficiency.

**Tier of Evidence-based Intervention:**

Tier 4 – Demonstrates a Rationale

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #3:**

Achieve 3000 + Word Studio

**Rationale:**

Achieve 3000 and the accompanying Word Studio application provide students with directed, customized intervention in lagging literacy skills. Teachers can utilize the resulting data to support instruction and intervention in the classroom.

**Tier of Evidence-based Intervention:**

Tier 3 – Promising Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Adjust Support Facilitation Model for English and Intensive Language Arts

**Person Monitoring:**

Brittany Campbell, Assistant Principal

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

We will expand our Support Facilitation model to include support for Students with Disabilities in Intensive Language Arts classes. Additionally Support Facilitators and their English and Reading teacher partners will receive training in the Florida Inclusion Network Support Facilitation Models. The implementation and efficacy of the Support Facilitation model will be monitored through classroom observations of the Literacy Coach and Administration.

**Action Step #2**

Continue Implementing Specialized English Classes for Promoting Ascension and Preventing Regression

**Person Monitoring:**

Jason Manoutis, Assistant Principal

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

We will continue to schedule students who earned High 2s, 3s, and 4s on PM3 into specialized "Bubble" English classes focused on strategies to promote ascension and prevent regression. Differentiated instruction for students clustered in this range of scores can be more targeted and progress can be more easily monitored. The implementation and efficacy of the "Bubble" class model and instruction will be monitored through classroom observations of the Literacy Coach and Administration.

**Area of Focus #3**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Math****Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Lake Brantley High School will focus on decreasing Regression rates and increasing Ascension rates for Math proficiency. While we had many students improve from a Level 1 or 2 in Math to a Level 3+

(Ascension), more students who were Level 3+ dropped to a Level 1 or 2 (Regression). Students in this range of scores must be supported to ensure they are making learning gains. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative B: High Standards and Student Achievement, Performance Objective #2, KPI #2: Algebra 1 Achievement.

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Decrease the Math Regression Rate for proficient students from 25% to 15%.

Increase the Math Ascension Rate for non-proficient students from 13% to 20%.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Progress toward achieving this goal will be monitored through regular formative and summative assessments. The data from these assessments will be reviewed by the Algebra and Geometry PLC. Teachers will then use this data analysis to develop interventions and improve instruction for students near, at, or just above proficiency.

### **Person responsible for monitoring outcome**

John Rondone, Assistant Principal

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

Math Nation

#### **Rationale:**

Math Nation curriculum aligns with state standards and Algebra End of Course Exam test specifications.

#### **Tier of Evidence-based Intervention:**

Tier 4 – Demonstrates a Rationale

#### **Will this evidence-based intervention be funded with UniSIG?**

No

#### **Description of Intervention #2:**

Khan Academy

#### **Rationale:**

Khan Academy provides directed and individualized intervention to meet student needs in improving understanding of lagging mathematical skills.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #3:**

Small-Group Direct Instruction in Lagging Skills

**Rationale:**

Instructional Differentiation that includes small-group direct instruction to address lagging skills indicated by formative assessment data provides students intervention to accelerate learning and catch up.

**Tier of Evidence-based Intervention:**

Tier 4 – Demonstrates a Rationale

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Provide Professional Development for Small-Group Differentiated Instruction

**Person Monitoring:**

John Rondone, Assistant Principal

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Algebra and Geometry teachers and Support Facilitators will receive Professional Development in utilizing small-group instruction to provide differentiated interventions in their classroom. The implementation and efficacy of the small-group instruction will be monitored through classroom observations of the Administration.

**Action Step #2**

Introduce Spiraled Formative Assessments

**Person Monitoring:**

John Rondone, Assistant Principal

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Algebra and Geometry teachers will receive Professional Development in creating and utilizing Spiraled Formative Assessments. Spiraled Formative Assessments incorporate test items from previous lesson cycles that have already been assessed to provide repeated exposures and improved mastery. Administration will review formative assessments during monthly data reviews to ensure this strategy is being implemented effectively.

**Action Step #3**

Develop and Train Faculty in Data Tracking Sheets for Students

**Person Monitoring:**

John Rondone, Assistant Principal

**By When/Frequency:**

By October 2024



**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Administration will collaborate with Algebra 1 and Geometry faculty to develop data tracking sheets. These sheets will enable teachers to engage students in discussions regarding progress toward a Learning Gain and empower students to take ownership for their own learning.

**Area of Focus #4**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Social Studies****Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Lake Brantley High School will focus on improving Achievement in Social Studies. In alignment with the Lake Brantley High School mission to ensure that all students acquire the knowledge, skills, and attitudes necessary to be successful in adult life, a thorough understanding of the history of the United States and the development of historical and critical thinking skills is required to be engaged, effective citizens. Proficiency on the US History End of Course Exam demonstrates students' readiness for this aspect of civic life. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative B: High Standards and Student Achievement, Performance Objective #1, KPI #1: Improve Schoolwide Achievement.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Increase proficiency on the US History End-of-Course Exam from 70% to 75%

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Progress toward achieving this goal will be monitored through regular formative and summative assessments. The data from these assessments will be reviewed by the US History PLC. Teachers will then use this data analysis to plan for differentiated instruction.

**Person responsible for monitoring outcome**

Jason Manoutis, Assistant Principal

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific



strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Content Area Reading

**Rationale:**

Incorporation of Content Area Reading strategies improves students' disciplinary literacy and fluency, which will result in better understanding of course content and associated skills.

**Tier of Evidence-based Intervention:**

Tier 4 – Demonstrates a Rationale

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Continue Content Area Reading Strategies in World History and US History

**Person Monitoring:**

Rachel Farrell, Literacy Coach

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

We will continue to provide Professional Development, planning time, and resources for World History and US History teachers to utilize Content Area Reading strategies in specialized sections of their classes for students near, at, or just above reading proficiency. The implementation and efficacy of the Content Area Reading will be monitored through classroom observations of the Literacy Coach and Administration.

**Action Step #2**

Introduce Spiraled Formative Assessments

**Person Monitoring:**

Jason Manoutis, Assistant Principal

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

World History and US History teachers will receive Professional Development in creating and utilizing Spiraled Formative Assessments. Spiraled Formative Assessments incorporate test items from previous lesson cycles that have already been assessed to provide repeated exposures and improved mastery. Administration will review formative assessments during monthly data reviews to ensure this strategy is being implemented effectively.

**Action Step #3**

Continue Cross-Curricular English-Social Studies PLC

**Person Monitoring:**

Rachel Farrell, Literacy Coach

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

We will continue monthly cross-curricular English-Social Studies PLC, led by Literacy Coach and Assistant Principal for English and REading.

## **Area of Focus #5**

Address the school's highest priorities based on any/all relevant data sources.

### **Instructional Practice specifically relating to Science**

#### **Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Lake Brantley High School will focus on improving Achievement in Science. In alignment with the Lake Brantley High School mission to ensure that all students acquire the knowledge, skills, and attitudes necessary to be successful in adult life, a thorough understanding of the natural world and the development of scientific and critical thinking skills is required to be responsible, healthy adults. Proficiency on the Biology End of Course Exam demonstrates students' readiness for this aspect of adult life. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative B: High Standards and Student Achievement, Performance Objective #1, KPI #1: Improve Schoolwide Achievement.

#### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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Increase proficiency on the Biology End of Course Exam from 72% to 75%

#### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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Progress toward achieving this goal will be monitored through regular formative and summative assessments. The data from these assessments will be reviewed by the Biology PLC. Teachers will then use this data analysis to plan for differentiated instruction.

#### **Person responsible for monitoring outcome**

Jose Sanchez, Assistant Principal

#### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Content Area Reading

**Rationale:**

Incorporation of Content Area Reading strategies improves students' disciplinary literacy and fluency, which will result in better understanding of course content and associated skills.

**Tier of Evidence-based Intervention:**

Tier 4 – Demonstrates a Rationale

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Continue Content Area Reading Strategies in Environmental Science and Biology

**Person Monitoring:**

Rachel Farrell, Literacy Coach

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

We will continue to provide Professional Development, planning time, and resources for Environmental Science and Biology teachers to utilize Content Area Reading strategies in specialized sections of their classes for students near, at, or just above reading proficiency. The implementation and efficacy of the Content Area Reading will be monitored through classroom observations of the Literacy Coach and Administration.

**Action Step #2**

Introduce Spiraled Formative Assessments

**Person Monitoring:**

Jose Sanchez, Assistant Principal

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

World History and US History teachers will receive Professional Development in creating and utilizing Spiraled Formative Assessments. Spiraled Formative Assessments incorporate test items from previous lesson cycles that have already been assessed to provide repeated exposures and improved mastery. Administration will review formative assessments during monthly data reviews to ensure this strategy is being implemented effectively.

**Area of Focus #6**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Career and Technical Education**

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining

how it was identified as a crucial need from the prior year data reviewed.

---

Lake Brantley High School will focus on Career and Technical Education course enrollment and retention for our students of color. Students of color participate and complete Career and Technical Education at lower rates than their white peers. To fulfill our mission of preparing all students for adult life, these students need to have access to and find success in these courses that prepare them for their future careers. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative C: Innovation for College, Careers and Citizenship, KPI #1: Students Earning Industrial Certifications.

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Increase the percent of students of color enrolling in Career and Technical Education courses from 46% to 50%

Increase the number of Industrial Certifications earned by students of color by 10%

Increase the number of students of color requesting higher-level Career and Technical Education courses by 10%

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Progress toward achieving this goal will be monitored through Career and Technical Education course enrollments, course grades, earned certifications, and next year course requests.

### **Person responsible for monitoring outcome**

Donald Fields, Assistant Principal

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

Increased Stakeholder Engagement

#### **Rationale:**

Intentional, meaningful contact and exchanges with targeted stakeholder groups develops fluency and understanding of Career and Technical Education opportunities. Through increased stakeholder

engagement, students of color and their families help shape the processes that will support recruitment, success, and completion of these programs.

**Tier of Evidence-based Intervention:**

Tier 4 – Demonstrates a Rationale

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

Continuous Improvement Cycle

**Rationale:**

Engaging stakeholders in solving the problem of access and success for students of color in Career and Technical Education programs provides the input for the Continuous Improvement Cycle needed to grow and maintain these programs.

**Tier of Evidence-based Intervention:**

Tier 4 – Demonstrates a Rationale

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Establish Stakeholder Focus Groups

**Person Monitoring:**

Donald Fields, Assistant Principal

**By When/Frequency:**

By November 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Conduct a series of Focus Groups with students of color and their families, both those currently participating in Career and Technical Education course and those who have chosen not to. From these Focus Groups, we will develop a better understanding of the barriers to these students.

**Action Step #2**

Create a Collaborative Problem Solving Task Force

**Person Monitoring:**

Donald Fields

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

We will form a Task Force focused on identifying, understanding, and removing barriers to access and success for students of color in Career and Technical Education programs at Lake Brantley High School. The recommendations of this Task Force can then be used to develop further Action Steps.

**Area of Focus #7**

Address the school's highest priorities based on any/all relevant data sources.

**Graduation/Acceleration specifically relating to Graduation**

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Lake Brantley High School will focus on improving our Graduation Rate through giving students in the Class of 2025 who have not met their State Assessment Graduation Requirements support and opportunities to do so through retakes or by earning a concordant score. Earning their high school diploma is the entire purpose behind a student's participation in the K-12 system, and we are obligated to ensure they have every opportunity to do so. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative A: Graduation, KPI #1: High School Graduation.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Ensure that all Class of 2025 students earn their Graduation Assessment Requirements by May of 2025. (Class of 2024 graduates needing a concordant score: 1 student)

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Progress toward achieving this goal will be monitored through state and national assessment results throughout the year.

**Person responsible for monitoring outcome**

Brian Blasewitz, Principal

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Student Mentoring

**Rationale:**

A strong positive relationship with a trusted adult is a predictor for academic success. Such a relationship can help encourage a student to continue working toward their goal and connect them with resources to contribute to their success.

**Tier of Evidence-based Intervention:**

Tier 4 – Demonstrates a Rationale

**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

Student Monitoring

**Rationale:**

Strategically and consistently monitoring student grades, attendance, and assessment results provides critical information to determine the specific supports a student needs to find success.

**Tier of Evidence-based Intervention:**

Tier 4 – Demonstrates a Rationale

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Continue scheduling Fourth Year students who have not earned a concordant score into specialized English 4 classes providing targeted strategies.

**Person Monitoring:**

Donald Fields, Assistant Principal

**By When/Frequency:**

Quarterly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

We will use Skyward to monitor the enrollment and continuation of these students in the specialized English 4 class.

**Action Step #2**

Continue implementing SAT/ACT strategies into Math for College Liberal Arts and Math for Data and Financial Literacy.

**Person Monitoring:**

John Rondone, Assistant Principal

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Administration will monitor the implementation and efficacy of the SAT/ACT strategies through regular classroom observations and review of instructional materials.

**Action Step #3**

Create and Monitor Class of 2025 Operation Graduation Shared Spreadsheet

**Person Monitoring:**

Jason Manoutis, Assistant Principal

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Administration and Student Services will create and maintain a shared spreadsheet that is regularly updated with critical information regarding the target students, including grades, attendance, referrals, and assessment results.

**Area of Focus #8**

Address the school's highest priorities based on any/all relevant data sources.



## Graduation/Acceleration specifically relating to Acceleration

### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Lake Brantley High School will focus on College and Career Acceleration for students who are Hispanic. Lake Brantley is proud to be home of one of the largest Hispanic student populations in Seminole County, one with a strong, present leadership organization, Latinos in Action. These students must have both access and encouragement to pursue College and Career Acceleration, and current data demonstrates the existence of a barrier. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative C: Innovation for College, Careers and Citizenship, KPI #1: Students Earning Industrial Certifications.

### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Increase College and Career Acceleration attainment for students who are Hispanic from 42% to 50%

### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Progress toward achieving this goal will be monitored through quarterly data reporting of course enrollments, acquired Industrial Certifications, Dual Enrollment credits, and AP Exam scores.

### Person responsible for monitoring outcome

Donald Fields, Assistant Principal

### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

### Description of Intervention #1:

Student Mentoring

### Rationale:

A strong positive relationship with a trusted adult is a predictor for academic success. Such a relationship can help encourage a student to pursue opportunities for acceleration and advanced coursework.

### Tier of Evidence-based Intervention:

Tier 4 – Demonstrates a Rationale



**Will this evidence-based intervention be funded with UniSIG?**

No

**Description of Intervention #2:**

Student Monitoring

**Rationale:**

Strategically and consistently monitoring student grades, attendance, program progress and completion, and assessment results provides critical information to determine the specific supports students need to find success within college and career programs.

**Tier of Evidence-based Intervention:**

Tier 4 – Demonstrates a Rationale

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Establish Stakeholder Focus Groups

**Person Monitoring:**

Donald Fields, Assistant Principal

**By When/Frequency:**

By November 2024

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Conduct a series of Focus Groups with students who are Hispanic and their families, both those currently pursuing College and Career Acceleration and those who have chosen not to. From these Focus Groups, we will develop a better understanding of the barriers to these students.

**Action Step #2**

Create a Collaborative Problem Solving Task Force

**Person Monitoring:**

Donald Fields, Assistant Principal

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

We will form a Task Force focused on identifying, understanding, and removing barriers to access and success for students who are Hispanic in College and Career Acceleration pathways at Lake Brantley High School. The recommendations of this Task Force can then be used to develop further Action Steps.

## **IV. Positive Culture and Environment**

### **Area of Focus #1**

Teacher Retention and Recruitment

#### **Area of Focus Description and Rationale**

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Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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Lake Brantley High School will focus on retaining highly effective teachers through improving faculty trust in administration. Even a teacher with just one year of experience can make a huge difference in educational outcomes for students. Veteran teachers provide an incredible wealth of knowledge and experience to their Professional Learning Communities that improve teacher efficacy and student learning. Increasing the level of trust between teachers and administration will result in a greater likelihood those teachers are committed to Lake Brantley High School and will choose to stay. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative F: Human Capital Management, KPI #1a/1b: Teacher Retention.

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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Increase the percent of teachers who responded favorably to the statement "How much trust exists between school leaders and faculty?" from 38% to 50%

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Progress toward this goal will be monitored through regular formal and informal feedback from teachers, including surveys, focus groups, and conversations.

### **Person responsible for monitoring outcome**

Brian Blasewitz, Principal

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

Positive Behavior Intervention Support

#### **Rationale:**

The implementation of an effective and consistent campuswide Positive Behavior Intervention Support program demonstrates administration's commitment to a campus and classroom culture of success, safety, and positivity.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

Continue Quarterly Faculty Forums

**Person Monitoring:**

Brian Blasewitz, Principal

**By When/Frequency:**

Quarterly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Our Principal will hold quarterly forums for teachers to meet with him to provide feedback, ask questions, and develop trust.

**Action Step #2**

Establish Routine Non-Evaluative Meetings Between Faculty and Administrators

**Person Monitoring:**

Brian Blasewitz, Principal

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Assistant Principals will schedule monthly opportunities for teachers to check in with their supervising administrator to provide feedback, ask questions, and develop trust. Feedback from these opportunities will be shared and discussed at weekly Leadership Team Meetings.

**Area of Focus #2**

Other

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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Lake Brantley High School will focus on improving student safety, wellbeing, and success by facilitating stronger relationships between students and adults on campus. Students who have at least one trusted adult on campus are significantly more likely to attend school, participate actively, and graduate. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative D: Conditions for Learning, KPI #1: Students with Trusted Adults.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

On School Safety Survey Question “Do you have a trusted adult on campus to talk to if you have a concern?”, increase the percent of students who respond “Yes” or “Definitely Yes” from 76% to 80%

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Progress toward this goal will be monitored through regular formal and informal feedback from students, including surveys, focus groups, and conversations.

**Person responsible for monitoring outcome**

Brian Blasewitz, Principal

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Positive Behavior Intervention Support

**Rationale:**

Through the use of evidence-based intervention supports, schools invest in fostering a culture that promotes engagement and attendance. However, some students struggle to attend school regularly. Unchecked absences can lead to lower achievement levels and gaps in knowledge that may prove challenging to overcome. It is critical for students and families to understand that absence due to arriving late, or missing full days, whether excused or unexcused can negatively affect learning. Efforts to curb tardiness, chronic absenteeism, and truancy can address the needs of students and families, mitigating student failure.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:****Action Step #1**

Implement "Power of One" Student-Teacher Pairing and Monitoring

**Person Monitoring:**

Brian Blasewitz, Principal

**By When/Frequency:**

Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Faculty and staff will each be assigned "Power of One" mentees to monitor and support throughout the year. Administration will support this effort by providing regular updates on those students' performance and specific strategies for engaging those students and building relationships. Administration will monitor the efficacy of these pairings by checking in with these students monthly.

**Action Step #2**

Continue "How Can I Help" Lunch Kiosk Staffed by Faculty and Staff Daily

**Person Monitoring:****By When/Frequency:**

Donald Fields, Assistant Principal

Daily

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Continue and expand the implementation of a "How Can I Help?" Center outside the campus restaurant where key adults on campus hold lunchtime hours and are available to assist students during their lunches. This will include Certified School Counselors, School Social Worker, District Mental Health Counselor, Assistant Principals, the Principal, Athletic Director, and aspiring teacher leaders.

**Area of Focus #3**

Student Attendance

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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Lake Brantley High School will focus on improving attendance. Students cannot learn if they are not on campus. The rationale behind this decision was taken from the SCPS Strategic Plan System Initiative D: Conditions for Learning, KPI #2: Student Attendance.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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Reduce the number of students who exceeded 16 unexcused absences in a semester from 217 to 175

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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Progress on this goal will be monitored through weekly evaluation of attendance data.

**Person responsible for monitoring outcome**

Jose Sanchez, Assistant Principal

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Multi-Tiered Systems of Support for Attendance

**Rationale:**

MTSS Problem Solving and Interventions create a structure through which school staff can target and improve student attendance.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

Improve MTSS Processes for Student Attendance

**Person Monitoring:**

Jose Sanchez, Assistant Principal

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Making MTSS processes more consistent and effective, especially in the area of student attendance, will have the desired effect of reducing chronic student absenteeism. This will be monitored through MTSS Meeting Notes, Tiering Data, and Student Attendance.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

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No Answer Entered

#### Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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No Answer Entered

#### Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

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No Answer Entered

#### How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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No Answer Entered

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### **Improving Student's Skills Outside the Academic Subject Areas**

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

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No Answer Entered

#### **Preparing for Postsecondary Opportunities and the Workforce**

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

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No Answer Entered

#### **Addressing Problem Behavior and Early Intervening Services**

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

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No Answer Entered

#### **Professional Learning and Other Activities**

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

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No Answer Entered

#### **Strategies to Assist Preschool Children**

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

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No Answer Entered



## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

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No Answer Entered

### Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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No Answer Entered

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00